

St John the Baptist Catholic Primary School



St·John the Baptist
CATHOLIC PRIMARY SCHOOL
True before God. True before all.

Behaviour Management Program

Implemented in 2009; revised 2015

Purpose

Our purpose is to provide the very best educational outcomes for our children in safe and supportive school environment. All children in our school have:

- the right to learn
- the right to feel safe
- and the right to be respected

Our school community includes the active participation of students, families and caregivers and Staff. Each member assumes responsibilities so that the rights of all are safeguarded.

Rights	Explanation
Learning	Each student has the right to feel confident in their learning environment. Each member of staff has the right to facilitate learning programs without interference due to misbehaviour. Parents have the right to be informed fully about their child's progress, socially and academically. They have the right to be provided with opportunities which keep them actively involved with their child's learning. Each parent has the right to expect that their child is being given an equal and fair chance to achieve their best efforts
Safety	Each member of our school community has the right to feel safe. Each student has the right to learn in emotionally and physically safe environment. This confidence should extend to our parent body and wider community.
Respect	Every member of our school community has the right to be treated with respect. As companions, sharing the same journey, we each have the right to state our beliefs and others should be critically open to our ideas. If we are to remain as active members, we have the right to always be aware in our environment.

If we are to become an effective and efficient community, individually and collectively, we must assume responsibilities so that our behaviour does not interfere with the learning environment of any other member. It is accepted that any person who lets their behaviour interfere with the rights of any other school member will be held directly responsible for their actions. Each member of the school community must work on the following "Positive Habits of The Mind" (Bernard, p5).

Our school's mission is to **Prepare the way** for our students, so they know the truth of Christ, are **true before God, true before all**, and lead meaningful lives, now and into their futures.

Our Behaviour Management Program is not a stand-alone program but indeed works on the premise of relationship building and includes aspects of:

- *In class behaviour plans (in accordance with the whole school expectations)*
- *Individual Behaviour Plans (in accordance with the whole school expectations)*
- *Year 6 School Leaders*
- *Restorative Practices*
- *Essential Skills Classroom Management (BBBL)*
- *Buddies*
- *Peer Support*
- *Explicit Bullying and Bystander lessons*
- *Punitive responses to orange or above behaviours*

Whole School Expectations:

Establishing routines is critical to the good order and management of the school.

Each teacher should establish routines in line with school policy, including (but not limited to) routines for:

- Students to wear their school uniform correctly (shirts tucked in, correct uniforms on correct days etc.). See Student Dress for further information and expectations.
- Student to wait quietly to enter or exit the classroom in a controlled manner.
- Students to put away their own bags and classroom requirements
- Students to wear hats when outdoors and when leaving school each afternoon
- Classes to participate in daily, reverent prayer
- Students to greeting visitors to the classroom respectfully
- Classes to move around the school in two compact quiet lines
- Classes to leave daily parade in a quiet and orderly manner
- Classes to establish of routine of packing and cleaning up at the end of the day (2.45pm)

All class rules are to be created around the three school rules of safety, respect and the right to learn. These should be discussed, modelled, displayed and followed.

Better Behaviour Better Learning (BBBL)

Teachers should use the BBBL Model and Whole School Behaviour Management System.

BBBL in service are compulsory for all new teachers and teacher aides, with existing teachers to attend these sessions as an annual refresher.

The 10 skills needed to ensure a balanced classroom include:

1. Establishing expectations
2. Instruction giving
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Teachers should ensure they are modelling the behaviours they expect to see (listening respectfully at parades, arriving to class on time, use of manners, MJR vocabulary etc.)

Student Charter

A student charter was developed by the students in 2012 and reviewed annually with children in all year levels. It is a document was introduced as a voice for our students to describe, in their words, how they wanted to be treated, how they should treat others, what our school looks, feels and sounds like.

The student Charter is an effective document to display in classrooms and discuss when forming class rules etc.

The Student Charter is attached.

Restorative Practices (Justice)

Restorative Practice is a proactive approach to managing student misbehaviour.

The goal of Restorative Practices is to help students take responsibility for their actions and repair the damage they have caused to other/s.

Restorative Justice can take the forms of restorative 'chats', class conferences and restorative conferences.

At its most basic Restorative Justice is getting together the students involved in negative behaviours, so that the wrong doer hears the harm they have caused to the 'victim' and be accountable for their actions. The victim can see that consequences are being instigated and that something is happening to ensure their safety/dignity etc.

Jakki Graham is a trained Restorative Practitioner at St John's

Bystander Education

Bystander education is explicit lesson focussing on decrease bullying behaviour. Research indicates that students will listen to their peers and feel peer pressure to act in an appropriate manner if information comes from a peer; not a teacher.

Explicit 'Bystander Power' is taught in a proactive, positive way.

Bystander Education is taught during HPE lessons in Term 2 each year in a whole school approach.

Detention

Detention is for student's behaviour that is a green level or above (see behaviour charts). Every year classes should have clear discussions regarding expectations, class rules, school rules and the consequences of their choices (both positive and negative).

The APA (Jakki Graham) runs detention each day at 11.00am.

A classroom detention slip (and preferably discussions) should be available prior to the detention taking place.

Detention is a last resort response to negative student behaviour. Prior to referring a student to detention, concerns with parents should have been discussed and classroom rules followed

Relationship Building Programs at St John's

"Students who have good relationships with their teachers are emotionally and intellectually invested in their class. If students are connected to their teacher, their academic achievements increase and classroom disruption decreases". Phelan

Buddies

'Buddies' occurs each week on a Friday from 2.00pm – 2.30pm in Term One. Buddy classes are allocated at the start of the each year.

Each week a younger and older class meet up to build relationships, share reading, do activities together etc. A sample weekly plan is available each year, but Buddy classes are welcome to initiate their own appropriate activities.

It is very important to give opportunities to strengthen all student relationships and to ensure a safe and harmonious environment is provided for all.

'Buddies' also allows students at St Johns to learn life-long values such as caring for others, friendliness, respect and valuing each other's differences.

Pastoral Care

Pastoral Care is led by our Year 6 student leaders using activities which develop friendships, relationships, co-operation and respect. MJR (Making Jesus Real) messages are also woven throughout the weekly lessons.

Pastoral Care is held in Term Three over a 6 week block.

All lessons are written in conjunction with the Year 6 Leaders and they are given time to practice leading their Pastoral Care group and are properly prepared.

Pastoral Care classes are made up multi-age, family groups and have a class supervising teacher who rotates each week.

Research tell us that strong, grass-root, positive peer relations are essential for building strong relationships and that social skill development is a key to decrease students bullying.

Behaviours and Consequences in the Classroom

Level	Behaviour	Consequences
1	All students commence each term as a Level 1 student. Level 1 is the expected normal level for children at St. John's. These children have access to all normal rights and privileges.	Praise, in class rewards, St John Way Award etc.
2	Not following agreed class and school rules	Refer to your in-class behavioural system
3	<ul style="list-style-type: none"> - Persistent level 2 behaviour - Bullying and teasing - Ignoring instructions - Petty theft - Intentional swearing - Tampering with or damaging property 	<ol style="list-style-type: none"> 1. Time out at independent desk 2. Refer to Detention 3. Level review by Principal or APA
4	<ul style="list-style-type: none"> - Persistent level 3 behaviour - Disrespecting teachers - Physical aggression 	<ol style="list-style-type: none"> 1. Principal/APA called to remove student 2. Level review by Principal/APA
5	Serious and harmful behaviours	1. Immediate withdrawal for Principal interview

Behaviours and Consequences in the Playground

Level	Behaviour	Consequences
1	All students commence each term as a Level 1 student. Level 1 is the expected normal level for children at St. John's. These children have access to all normal rights and privileges.	Praise, in class rewards, St John Way Award etc.
2	<ul style="list-style-type: none"> - Running on cement, - Not playing by rules - Not being inclusive - Littering - Playing in out-of-bounds areas - Unsafe play 	Time out – 5 minutes
3	<ul style="list-style-type: none"> - Persistent level 2 behaviour - Bullying and teasing - Rough play - Intentional swearing - Not following directions 	<ol style="list-style-type: none"> 1. Time out 2. Refer to Detention 3. Level review by Principal/APA
4	<ul style="list-style-type: none"> - Persistent level 3 behaviour - Disrespecting teachers - Physical aggression 	<ol style="list-style-type: none"> 1. Principal/APA called to remove student 2. Level review by Principal/APA
5	Serious and harmful behaviours	1. Immediate withdrawal for Principal interview

Behaviour & Consequence Levels

Orange Level 3 Consequences

- Any student who chooses to commit an 'orange' offence may be placed on this level.
- They must remain on this level for 3 days.
- During this week they will complete one act of 'school service' each day e.g. Picking-up papers, sweeping, etc.
- They will attend daily detention.
- Parents will be notified after the first detention.

Red Level 4 Consequences

- Any student who chooses to commit an 'red' offence may be placed on this level
- They must remain on this level for one or two weeks (Principal/APA discretion).
- They must be immediately removed from the playground or classroom and sent to Principal or APA.
- Parents will be notified immediately and three-way interview arranged (i.e. Child, Parent, Principal).
- During this week or fortnight a student will lose all privileges e.g. Miss out on attending a visiting show, school sport or attending any school event if being held during this week or fortnight.
- The loss of one play session per day will occur at first play break. The student will 'shadow the teacher of duty, perform school service or attend detention.

Purple Level 5 Consequences

- Any student who chooses to commit an 'purple' offence may be placed on this level
- They must remain on this level for a duration decided by the Principal.
- Immediate withdrawal for Principal interview
- Immediate parent, Principal meeting
- Withdrawal of all extracurricular-activities for a period of time decided by the principal
- Involvement of school support including school police officer, school counselor or school chaplain
- In-school suspension
- Out-of-school suspension
- Enrolment review

NB: All "level reviews" are to be conducted by the Principal or the APA only.

